

MINUTES

P-16 Council

March 5, 2002

The P-16 Council met March 5, 2002, in the Council on Postsecondary Education's conference room, Frankfort, Kentucky.

ROLL CALL

The following members were present: Lydia Carol Gabbard, Chair, Norma B. Adams, Peggy Bertelsman, Gordon K. Davies, Phillip Rogers representing Joe Early, Richard D. Freed, Gail Henson, Susan Leib, Cheryl King representing Allen Rose, Kim Townley, Paul L. Whalen, and Gene Wilhoit.

Council on Postsecondary Education and Kentucky Department of Education staff present: Jim Applegate and Dianne Bazell.

Special Guests: Helen Mountjoy, Chair, Kentucky Board of Education, and Charles Whitehead, Chair, Council on Postsecondary Education.

APPROVAL OF MINUTES

Peggy Bertelsman moved that the December 11, 2001, minutes be approved. Gail Henson seconded the motion. They were approved by acclamation.

WELCOME NEW MEMBER

The P-16 Council welcomed Richard Freed who serves on the Council on Postsecondary Education and replaces Shirley Menendez on the P-16 Council.

OPENING REMARKS

Dr. Charles Whitehead, Chair, Council on Postsecondary Education, commended the P-16 Council for their work on addressing issues relating to:

- The readiness of Kentuckians for a postsecondary education.
- The preparation of Kentuckians for life and work.
- Reducing barriers between the P-12 and postsecondary systems.
- Supporting a more rigorous high school curriculum for all students.

Helen Mountjoy, Chair, Kentucky Board of Education, stressed the importance for all entities to work together successfully and find ways to leverage one another's talents, expertise, and dollars to ensure the future of the Commonwealth, especially given the upcoming budget session.

Ms. Mountjoy shared a copy of the *Kentucky Board of Education Strategic Plan* and emphasized its vision that every child, regardless of parentage, poverty, or geographical location, receive a world-class education to prepare for productive adult life, continuing education, and responsible citizenship.

KIDS NOW EARLY CHILDHOOD INITIATIVE

Dr. Kim Townley described the KIDS NOW initiative and information on the work of the Office of Early Childhood Development. They are working to make sure all young children are healthy and safe, possess the foundation that

will enable school and personal success, and live in strong families that are supported and strengthened within their communities. The purpose of the KIDS NOW initiative is to improve and support all the environments of young children before they enter school.

The KIDS NOW initiative includes: *Healthy Babies Campaign, Folic Acid Campaign, Substance Abuse Treatment Program for Pregnant and Post-partum Women, Universal Newborn Hearing Screening, Immunization Program for Underinsured Children, Eye Examinations for Children, Oral Health Education and Prevention Program, Voluntary Home Visiting Program, Early Childhood Mental Health Program, Children's Advocacy Centers, Access to Child Care Subsidy, Quality Rating System for Childcare, Increased Licensing Personnel, Healthy Start in Childcare, Community Early Childhood Council Funding, First Steps: Kentucky's Early Intervention System, Early Childhood Development Authority, Business Council, Professional Development Council, Evaluation of Initiative, and Training and Child Safety in Childcare.*

Because many young children spend 8-10 hours a day in childcare before entering school, the quality of early childcare is a very important issue. The state legislature and the governor created the Early Childhood Development Scholarship as part of the KIDS NOW initiative. This scholarship is administered by the Kentucky Higher Education Assistance Authority and provides financial assistance to students pursuing an associate degree in early childhood education, a bachelor's degree in interdisciplinary early childhood education, or a related program that is approved by the Early Childhood Development Authority (e.g., Kentucky Early Childhood Development Director's Certificate, or Child Development Associate Credential). Also, the STARS KIDS NOW has been instituted to rate childcare centers. There are over 2,200 licensed centers in the state, and 350 have received the STAR rating with 800 more in the process of participating. The Governor's Office for Early Childhood Development is working with the Kentucky Department of Education to align the Kentucky Education Reform Act preschool program with the Program of Studies. This alignment will start at birth.

A baby's ability to roll over at six months of age reflects a level of brain development that is connected to its subsequent ability to learn mathematics, science, and social studies. In order to educate parents to help their child reach its full potential, every family leaving the hospital will be provided with a Kentucky Family Guide and a video distributed through the Kentucky Hospital Association to local hospitals. Information and videos will be delivered to the Family Resource Youth Services

Centers, preschool coordinators, health departments, libraries, pediatricians, and other agencies that work with families on a daily basis.

Dr. Townley indicated her office is working with four universities and their health centers on the distribution of the folic acid information and education to young students. They have also worked with the Kentucky Community and Technical College System to increase the capacity of early childhood programs for the KIDS NOW scholars. Faculty at all postsecondary schools have been

involved in all workgroups, developing the director's certificate, the articulation agreement, etc. Information about the importance of folic acid may be something to consider for high school students.

Gene Wilhoit requested a meeting with Dr. Townley regarding the early screening opportunity to identify every hearing impaired child in the Commonwealth and then follow up with high quality interventions. This would help ensure high quality education experiences for students P-12. Cheryl King offered to distribute materials and videos to the 30,000 women enrolled in adult education.

***COUNCIL OF CHIEF
ACADEMIC OFFICERS'
TEACHER EDUCATION
SUMMIT***

Jim Applegate provided an update on responses to the CCAO's teacher education action agenda. He reported that most of the institutions have developed and submitted specific action plans that will be shared with the P-16 Council at their next meeting. The KCTCS is working with all the four-year institutions to enhance the recruitment of teachers particularly in the shortage areas and hopes to establish a statewide agreement with all of the institutions by December 2002.

The P-16 Council members expressed concern over the lack of emphasis on teaching reading at all levels. Reading should be a primary part of the curriculum for students at all grade levels. Teachers should be trained on how to access and identify students who are deficient in reading and be able to refer them to appropriate personnel for intervention strategies. The Education Professional Standards Board indicated they have made this a chief priority for all the preparation programs along with this component being assessed during accreditation and program review visits. In-depth professional development for faculty will be needed to support this. Gene Wilhoit reported that teachers across the state have voiced the following general topics that need to be addressed:

- A need for instruction on robust assessment methodologies.
- A need for techniques to help students write and express themselves with on-demand and portfolio context writing.
- A need for tools to reach children with learning gaps to bring them along.
- A need to rethink the professional development delivery system not only for teachers but also for all the preparation fields and to align them with what the market is demanding.

Institutions need to think about how professional growth can be put into the school improvement plan along with the deficits identified along with a way of linking powerful teaching with people as they go through their day-to-day work in the classrooms. Teachers are moving toward optional program opportunities where professional development is primarily based in the schools.

Jim Applegate will share these comments at the Teacher Education Summit II April 4-5, 2002, at Centre College, and test data indicating what percentage of students are reading below grade level will be used to support this recommendation.

**STATE ACTION FOR
EDUCATIONAL
LEADERSHIP PROJECT**

Debbie Schumacher provided highlights on the State Action for Educational Leadership Project. P-16 partners (KBE, KDE, EPSB, and CPE) are involved in the consortium on state policy for this project. Lois Adams-Rodgers is the project co-director with Gayle Ecton of Western Kentucky University.

The Kentucky Leadership Policy Consortium entered into the Phase I partnership with the national leadership policy consortium (CCSSO, NASBE, NGA, NCSL, ECS and Wallace Readers-Digest) in May 2001. In Phase I, a statewide survey of practicing, aspiring, and licensed principals and superintendents has been in process. Also, emerging principles of a Kentucky framework for leadership policy have been identified. Phase II will implement policy changes designed to improve teaching and learning by increasing the quality and quantity of Kentucky's educational leaders. These activities have begun.

Representative Frank Rasche has filed HCR 177 on the consortium's behalf for legislators to study the issues of leadership and review recommendations from the Kentucky Leadership Consortium for the 2003 and 2004 sessions.

The CCAO has included school leadership as one of their areas of work (recommendation nine in CCAO's draft report). In April, the CCAO will address the school leadership issue, and KDE staff will attend this meeting. Phil Rogers indicated that seven percent of Kentucky teachers in the classroom have credentials to allow them to serve as principals. Reasons they do not want to be principals will be addressed at the CCAO meeting. Helen Mountjoy commented that if the main concern of principals is instructional leadership, others need to assume some of the managerial roles of the principal so that professional educators can do their jobs. Also, teachers need alternatives to the school leadership coursework.

KyEDUCATORS.ORG

Phil Rogers, Randolph Hollingsworth, and Ann Epstein of the EPSB demonstrated the KyEducators.org Web site. This site is a collaborative project, lead by the EPSB with the Kentucky Virtual University. This site will offer modules to assist teachers in a variety of ways. Most modules can be taken at the teacher's convenience and are designed with built-in assessments. The New-to-Kentucky module has been developed for teachers coming to Kentucky from out of state. The module includes information on the academic expectations and core content. At some point, Kentucky may want to consider this as a requirement for out-of-state teachers coming to Kentucky and also require the Orientation for Substitute Teachers module for all substitute teachers. Educators can access this site anywhere as long as there is access to the Web. Other partners are welcome to submit modules meeting the required standards for KyEducators.org, knowing that they will be responsible for part of the tuition and maintenance cost. These modules will become a part of KDE's Professional Development Bulletin Board.

This site will also offer the Kentucky Principal Test at no charge. Also offered

will be Phase One of the four-part Continuing Education Option. Successful completion of the CEO leads to teacher rank change. This program allows teachers to have ownership in their professional development plans. School-based decision making councils and principals can offer teachers professional development through this site. All information in this site ties into the new enterprise database MAX. This site will also include links to the KVHS and the KYVU.

SCHOOL COUNSELOR PROFESSIONAL DEVELOPMENT

Angela Wilkins, Director, Division of Student, Family, and Community Support Services, KDE, provided an update on professional development for school counselors. She explained how the counselor's role has changed since the late 1950's and how today's school counselors coordinate limited counseling programs. Many schools have achievement gaps with children being left behind, especially children who are in poverty or are minorities. Most school counselors do not see children in the gap as a priority. School counselors have been taught for decades to focus mainly on students' mental health, not on their academic achievement. It is hard for them to see how they can do things differently.

Today, the counselor's job description is determined within their scope of practice by their school-based decision making council, and there is not a state mandate on what those job duties should be. Therefore, in April 2001, the KDE, the Kentucky School Counselor Association, Kentucky Counseling Association, and representatives from six Kentucky universities with active school counselor preparation programs for school counselors met to discuss The Education Trust's model for counselor transformation. The KDE then sponsored a three-day counselor institute in July to promote this model. Representatives from the seven Minority Student Achievement districts were included, along with the CPE, the EPSB, and the Kentucky Virtual High School. In October 2001, Dr. Reese House and a KDE staff member visited all six universities with counselor preparation programs. Universities were asked to select a nearby school as a partner to implement this model. Universities near the seven MSA districts were encouraged to partner with schools in the MSA districts.

In October 2001, The Education Trust chose Kentucky and Oregon as pilot sites for their Metropolitan Life grant that provides intensive training in the counselor transformation model. Kentucky's volunteer school districts were: Jefferson County Public Schools, Elizabethtown Independent, and Hardin County. The Education Trust offers ways to develop support programs for children that involve all adults in the schools' shared responsibilities and different roles and responsibilities. Some services, such as intensive mental health therapy, are brokered with other individuals. The model eliminates some traditional functions that have been performed by counselors, so counselors' time can be focused on leadership for student achievement.

A March meeting was held with the University of Louisville education dean and others to implement the counselor transformation model into UofL's new minority counselor program. At a KDE meeting with deans and superintendents

to discuss educator preparation, education deans with counselor preparation programs received update materials on this initiative.

***IMPLEMENTATION
OF ALIGNMENT TEAM
RECOMMENDATIONS***

Michael Miller, Director of the Division of Curriculum Development, KDE, highlighted recent activities implementing the recommendations of the literacy and mathematics alignment teams.

- He pointed out that while the minimum high school graduation requirements call for three credits in mathematics, local education agencies have the opportunity to include a fourth year of mathematics.
- A course outline for algebra II has been developed and will be posted on the KDE Web site. Paul Whalen indicated a need for some students to take algebra II in alternative time frames; for example, over two years.
- The National Technical Advisory Panel agreed to look into including the writing portfolio scores on students' transcripts. The KDE is in the process of deciding whether to include these scores on the student transcript and then have a validity study or to do the study first.
- Kentucky Educational Television has been contracted to produce a multimedia kit (sets of CD ROMs) to address informational reading at the fifth through tenth levels by showing teachers in various content areas using effective reading strategies that work across all content areas. The KDE will use these tools to train highly skilled educators, regional service center consultants, and Frankfort based staff on the use of these tools as they work in the field with educators. Carol Gabbard commented that higher education should be included in this initiative. Phil Rogers of the EPSB indicated that literacy would be built into every aspect of the KyEducators.org.
- Reading mentors are in several middle and high schools across the state through the Professional Development Leadership and Mentor Fund administered by the Division of Curriculum Development.
- The EPSB in conjunction with the KDE performed an audit of all preparation programs to look for the alignment team recommendations. Susan Leib commented that teachers are not graduating with the needed math and reading teaching skills. The EPSB is looking into continuing education options.
- Dianne Bazell reported that the CPE presented the alignment team recommendations to their education deans and chairs. The recommendation to teach reading beyond third grade was the focus of the discussion. They are also working with mathematics faculty across the state. The University of Louisville is sponsoring a series of workshops on connecting high school mathematics and postsecondary mathematics. The CPE is planning for math faculties across the state to meet and examine how mathematics, especially algebra, can be taught to students with diverse learning styles and to determine what remedial mathematics at the college level needs to

accomplish.

THE AMERICAN DIPLOMA PROJECT

Sheila Byrd, Director, American Diploma Project, presented an overview of the project. This project was established by Achieve, Inc., The Education Trust, the Thomas B. Fordham Foundation, and the National Alliance of Business. Kentucky was selected through a competitive process, along with Indiana, Massachusetts, Nevada, and Texas, to participate in this project partly because of the strides it has taken to establish a long-term vision of where it wants its schools to be and because of its P-16 efforts. The goal of this project is to help states support their standards-based K-12 systems through the use of standards-based assessment data in graduation, college admissions and placement, and employers' hiring decisions. Focusing on the core content areas of reading, writing, and math, the project team believes that employers and institutions of higher education can help states ensure that high school diplomas will reflect a consistent level of mastery across the state by benchmarking current state standards and assessments against higher education and the new economy expectations. The project team hopes that receiving a high school diploma will enable students to begin credit-bearing work immediately at state institutions of higher education or begin a career-track position in the knowledge-based economy.

In order to reach this goal, common expectations need to be defined for higher education and business in the areas of reading, writing, and math along with a set of benchmarks to serve over time to help all states to calibrate the quality of their standards and tests. Research on current higher education and workforce expectations are being provided to the partner states in order to help states compare current expectations to those of higher education and business. The research has three components: gap analysis, workplace studies, and legal review. Ms. Byrd clarified that the standards do not have to be the same in all states, but they must reflect what higher education and business want from students. Texas is developing a new 11th-grade exit exam. The exam will have a cut-score for high school exit. The Texas Board of Education will set a different cut-score on the same exam for higher education admissions. States will be allowed to do their own self-studies and adjustments to build a consensus around what the actual bottom-line benchmarks should be in reading, writing, and math and create a document to reflect that. Building on the work of the five partner states, the project will spearhead the development of new benchmarks in year two—benchmarks that all states can use to analyze the current rigor of their standards and assessments.

NEWTON'S ATTIC: MATHEMATICS, SCIENCE, AND ENGINEERING EDUCATION

William Cloyd, former teacher, engineer, and founder of Newton's Attic, Inc.; Dr. Linda France, Superintendent, Jessamine County Schools; Charles Beaman, former engineer and teacher at West Jessamine County High School; and Renee Davis, graduate of West Jessamine County High School, addressed the council's statewide engineering strategy, the importance of leadership at the superintendent and district levels, and the importance of being able to teach mathematics and engineering K-12 in a variety of ways. In 1998, Jessamine County Schools started a rigorous secondary electronics program through a partnership with the Consumer Electronics Association that led to interest in

Newton's Attic, Inc. Newton's Attic, Inc., is a non-profit corporation composed of professional engineers, teachers, business people, and artists dedicated to changing the way math and science are taught by using machines already created or by assisting students in creating machines through a student-designed project. Each student receives a laptop. The goals of the class are to:

- Teach students the basic principles of motion.
- Introduce students to the world of engineering and what it means to design and create.
- Provide students a glimpse of what entrepreneurship is all about.
- Create an environment where the entire school gets involved in the project.

Future plans for Newton's Attic include professional development for teachers, classroom technical support, a large facility filled with different exhibits, students having the opportunity to talk with real engineers and have hands-on experiences, and a resource library. Project leaders hope that smaller satellite versions of Newton's Attic will be throughout the state, and students can do field trips. Paul Whalen recommended working with the Regional Service Centers on concept. Ms. Davis indicated that it gives students a reason to be excited about learning. It is easier for students to see the applications and reasons for learning concepts when they have hands-on experiences.

Gene Wilhoit suggested that rather than segmenting learning into math, science, and English, an education opportunity could be designed whereby a group of students could go through experience-based learning without that segmentation. The result would be a knowledge base in all the content areas.

***ADULT EDUCATION
ALTERNATIVES FOR
AT-RISK HIGH
SCHOOL
STUDENTS***

Julie Ross Scoskie, director of Adult and Continuing Education, Jefferson County Public Schools; Joe Burks, JCPS assistant superintendent; Linda Brown, principal, Fairdale High School; and Amanda Crews, student in the In-School GED Program at Fairdale High School, shared information on what JCPS is doing to provide at-risk students with ways to help them earn their high school equivalency. The JCPS Adult Education Program served more than 9,000 students this year, and 25 percent of the population they serve falls between 16-21 years of age. Most students that drop out of school at age 16 do not reach the JCPS GED Adult Education Program until they are 18 or 19 years of age. The new In-School GED Program, piloted November 2001 and funded by the JCPS local discretionary funds, allows students to stay in school and still receive services such as counseling, transportation, lunch, and three hours of morning GED classes. The rest of the day is designed for them to participate in a career to work experience or a vocational component. Adult Basic Education teachers deliver the GED curriculum.

Representatives clarified that this program is intended to catch students who are already about to drop out of school due to difficult life circumstances and who are behind their grade level. It is not designed to encourage students to

drop out of school. The program requires the student to take the Test of Adult Basic Education and score at the eighth grade level in reading and math to qualify for the In-School GED Program. It is not designed to be a dumping ground for students with severe discipline or academic problems. When students are ready to pass the GED Official Practice Test, they withdraw from school and are enrolled in Adult Education. Amanda Crews indicated that she chose the in-school GED program because she has a 19-month old child with severe medical problems and she needs to work to help support her child. She wants to complete her GED as soon as possible and hopes to enroll in postsecondary education. To date, this program has an 80 percent student success rate for those taking the GED test. The program has an open-entry, open-exit policy. The Jefferson County Public School District is planning to expand this program to more JCPS high schools during the next school year.

***RESOLUTION
HONORING SHIRLEY
MENENDEZ***

Peggy Bertelsman made the recommendation to approve a resolution honoring and commending Shirley Menendez for her service to the P-16 Council. Paul Whalen seconded the motion. It was approved by acclamation.

Lois Adams-Rodgers
Deputy Commissioner, Learning and Results Services
Kentucky Department of Education

Regina Mingua
Executive Secretary